



Chellbergs Had a Farm

Summary

Visit a turn-of-the-century farm and participate in activities of work and play. Through this one-hour easy hike, students will be immersed in what daily life on the farm was over one-hundred years ago. A primary goal of this program is to help students develop or show a desire to care for and protect the historic buildings and farm property.

Objectives

Students will be able to:

1. Describe three different farm activities from the early 1900s.
2. State why every season on a farm requires a lot of hard work.
3. Explain the importance of saving places in national parks like the Chellberg Farm and how it helps us to learn about our history.



What to Expect during Your Field Trip

1. Group meets the ranger at the Bailly/Chellberg parking lot.
2. Ranger leads a one hour tour of the Chellberg Farm house, grounds and barn.
3. Students participate in a variety of activities and “chores” throughout the tour.

Setting: Chellberg Farm is located in Porter, Indiana. This program is offered year-round except during Autumn Harvest and Maple Sugar Time. Most of this easy hike is outdoors, but visits into the barn and house are included. Restrooms and picnic shelters are available at this location near the parking lot. Other trails are available for use before or after your program, and a trail map is available upon request.

Grade: Pre-school through 3rd grade

Ratio of Students to Ranger: 30 to 1; total of 90 if 3 rangers available. Please provide one adult chaperone for every ten students for safety purposes.

Safety Issues: The trail is easy, large and wheelchair accessible. During the fall, yellow jackets are present. Farm animals and machinery are present. The program encourages hands on participation from the students.

For More Information: See the park’s education website at www.nps.gov/indu/forteachers/. Contact the park’s scheduling office at (219) 926-7561, ext. 243.

Background Information

The historic Chellberg Farm is a site within the Indiana Dunes National Lakeshore. The Chellberg farm is an example of the progression of human activities that took place as the Northwest Indiana area was inhabited and settled. Anders and Johanna Chellberg immigrated to Indiana from Sweden in



1863 and established their home at this site. Three generations of Chellbergs made their living on this farm. Today the farm represents the time period from 1890 through 1910.

The Chellbergs were a part of Porter County's large agricultural and Swedish-American community which impacted northwest Indiana economically, socially, and culturally during this period of significance. Today's daily farm operations (such as the special events, demonstrations, festivals, and public and school programs) enable the visitor to experience 1900s era agricultural and Swedish-American life first-hand. The Chellberg site's resources, including its historic buildings, provide a reference for Indiana's place in United States' settlement and agricultural history.

The Animals of Chellberg Farm

Cattle

The Chellberg Farm usually maintains one cow (on loan). Cattle are raised on farms for milk and meat. Some breeds are better suited for milk production (Holsteins, Jerseys, and Guernseys) and others for meat production (Herefords and Charlais). While most people know that cows give milk, not everyone is aware that cows produce milk to feed their own calves. People are able to use milk production for their own consumption. A cow can give from three to eight gallons of milk each day. Cattle used for meat production are butchered at about 1,000 pounds—a weight usually achieved by 18-20 months of age. A cow's normal life span is approximately 15 years.

Swine

The swine are the most intelligent of farm animals. They are raised primarily for meat but also provide bristles for brushes, hides, and lard. Virtually every part is usable. Since swine perspire only through their noses, they will coat themselves with mud to insulate their bodies from the summer's heat. They do not have a heavy coat of winter hair like most animals because their fat keeps them warm.

Swine have both upper and lower teeth. They scoop their food, which is primarily corn. The adult female is a *gilt* until she farrows or has a litter of piglets; she is then called a *sow*. Gestation is three months, three weeks, and three days. A litter contains eight to fifteen piglets, and the mother has from eight to sixteen teats. Piglets weigh about two pounds at birth and gain about 1.25 pounds a day. They are weaned when they are about ten weeks old. At seven months, they are ready for market. A *boar* is an adult fertile male; a *barrow* is a castrated male. Their life span is seven years.

Horses

The Chellberg Farm usually has two to three draft horses. These draft horses are used to pull the stone boats, hay wagons, binder, and other farm equipment. Draft horses weigh approximately 1,600 pounds.

A female horse is a *mare*, a fertile male is a *stallion*, and a castrated male is a *gelding*. A mare usually has one *foal* at a time, and her gestation period is 336 days. A male foal is a *colt* and a female foal is a *filly*. Horses live approximately 30 years.

The most common seen draft horse breed in the 1880s was the *Percheron*. This breed ranges in color from solid black to white, with many dapple-gray. As the Percheron ages, the gray becomes more predominant and changes to almost white.

Chickens

The Chellberg Farm has Rhode Island Red Chickens. Chickens are raised for meat and eggs. A hen can lay over 300 eggs a year. Eggs are laid whether or not they are fertile. A fertile egg will hatch in 21 days. Chickens live approximately three years.

Minnie Chellberg raised the chickens; and according to oral history, she took tender care of them. She generally kept two dozen Rhode Island

Reds and Plymouth Rocks. She fed them twice a day in wooden troughs and gave them warm water in the winter to encourage better laying. She kept baby chicks in the house.

Geese

Geese are large waterfowl. They have heavier bodies, longer necks, and their bills are thick at the base. The Chellbergs raised geese for both meat and feathers. They plucked breast feathers in the spring to fill their beds and pillows. Throughout the year, they picked up loose feathers that they found around the farm.

About the Farmhouse

The National Park Service renovated the farmhouse in the years 1987 to 1989, restoring it to its general 1900s era appearance.

The original wood house was destroyed by fire on December 16, 1884.

The new house, which was constructed upon the same site and used the same cellar as the original farmhouse, was constructed of brick. Andrew J. Lundquist, a local farmer and friend, built the brick farmhouse in 1885. The use of brick for the new house was an attempt to prevent another fire.



The house was wired for electricity in 1919. A porch was added to the side of the farmhouse near the windmill to store the generator and batteries. The entire house and barn were wired for lights. A few outlets were installed for appliances. However, within a few years, the generator was out of service. Electricity was not restored in the house until the 1930s. The family did their laundry in the kitchen.

The parlor, bedroom, and kitchen have all been furnished to portray a typical Northwest Indiana farmhouse of the 1895 to 1905 period. The parlor and bedroom is furnished partially with antiques. The kitchen is furnished primarily with modern materials of 1900s era style so that the room can be used for cooking and baking.

The Farm's Gardens

Although food was available in stores, most farmers relied on their gardens as a source of food.

Therefore, the planting, maintaining, and harvesting of garden produce was an important part of 1900s era farm life. Today, the large garden is planted with heirloom varieties of vegetables such as pole beans, pumpkins, cabbage, beets, sweet potatoes, watermelon, onions, peppers, carrots, squash, tomatoes, lima beans, lettuce, peas, radishes, corn, cucumbers, and turnips—vegetables that were commonly available to the 1890s era Northwest Indiana farmer.

Barn

The barn was built in the 1870s using an American style—mortise and tenon joints secured by wooden pegs. The roof was covered with wooden cedar shake shingles. The cows were kept at the west-end of the barn; the horses were kept in the east-end where the ceiling was higher; the hay was kept above the horses and was tossed down as needed. In the early 1900s, the barn was painted gray with white trim. To replicate this in 2000, the barn was painted gray with white trim, the siding and wall studs were repaired, and the roof was replaced.

Cider Making

Today, apple cider is often the product of apples that would not sell as eating apples. On the old-time farm, such apples were given to the cattle. The cattle relished these “bad apples”—bruises, worms, and all. Only the choicest apples went into the cider. Such varieties as *Golden Russet*, *Sweet*, and *Snow* were grown entirely for aroma, succulence, and general goodness. They made delicious cider! How rich were the seasons of yesterday!

Today's cider is a mixture of Jonathan, Mackintosh, Red and Golden Delicious, Cortland, and a few Crab Apples for tang. A bushel and a half of apples yields one gallon of cider.

Prerequisite Classroom Activities

Prior to your visit to Indiana Dunes National Lakeshore, please take a moment to read through the information listed below. We suggest that you do one or more of the described activities with your class in order to prepare them for the lessons and experiences they will have during their field trip.

A list of vocabulary words has been provided to prepare students for their visit to the farm. If there is a special topic or area that you want the ranger to cover during the presentation, please contact the park's scheduling office. Every effort will be made to accommodate your request.

Activity 1: Have the students make a list of all the things in their house which comes from a farm. Remind them that food is not the only thing from a farm; consider products such as cotton, wool, and ink.

Activity 2: Teach the class to make butter. Put whipping cream into a baby food jar and shake it until it separates (about 4-5 minutes). Remove the solid, yellow ball of fat and wash it in cold water to firm it up. Knead a pinch of salt into each ball of butter. Show children a picture of a wooden churn to help them picture how it was done in the past.

Activity 3: Sing "Old MacDonald Had A Farm" substituting "Mr. Chellberg" for "Old MacDonald". Be sure to include all the animals seen at the Chellberg Farm in the verses.

Activity 4: Have the students, individually or in teams, make a collage of a modern farm using magazine or other pictures. Ask them to predict what modern tools will not be present at Chellberg Farm.

Activity 5: Read a story about a famous person who was once a farmer or helped farmers. Example: Thomas Jefferson, George Washington Carver, John Deere, Cyrus McCormick.

Activity 6: Have the students write a story about being a farmer.

Activity 7: (For older students) Learn about Swedish farms and customs. Why did the Chellbergs immigrate here from Sweden? What would a trip across the ocean for four months have been like in the 1800s?

Vocabulary

GARDEN – a plot of ground where herbs, fruits, flowers, or vegetables are grown

FARM – a piece of land used for growing crops or raising livestock

IMMIGRANT – a person who comes to a country to live there

HISTORY – a written record of important events and their causes / a branch of knowledge that records and explains past events

DAIRY – a place where milk is kept and butter or cheese is made / a farm devoted to the production of milk

CHORES – the regular light work of a household or farm / an ordinary task / dull, unpleasant, or difficult task

STONEBOAT - wooden sled pulled by livestock and used to haul stones or heavy objects

Follow-up Activity: Class reflection paper or writing sample

Ask each student to write a short essay, letter, or story about what they learned on their field trip to Indiana Dunes National Lakeshore. Rangers love receiving mail from their students. Send the ranger the packet of essays from your class (or a copy of them), and your ranger will send your class a certificate from the dunes. Send your essays to: **Indiana Dunes National Lakeshore, 1100 N. Mineral Springs Road, Porter, IN 46304, Attn: Your ranger’s name or just Education Department**

If you are using this essay as a class assignment for a grade, we would like to suggest that each essay contain the following elements. **Use the rubric below to score them.**

- The name of the park and the location of their field trip, for example: Douglas Center, Indiana Dunes National Lakeshore.
- Three facts they learned on the field trip about life on a turn of the century farm.
- A brief explanation of why Indiana Dunes is unique and therefore a national park.
- At least two things the student can do to help take care of his or her national park.
- Fill in the blank of this statement and provide an explanation: I would like to learn more about _____ at Indiana Dunes.

Assessment: Rubric for class reflection writing assignment

Elements	4 points	3 points	2 points	1 point
Writing and organization	The writing sample is very well written and organized by the elements provided. It has a strong introduction, middle and conclusion.	The writing sample is well written and organized by the elements provided. It includes an introduction, middle and conclusion.	The writing sample is choppy and is not well organized. It lacks an introduction or conclusion.	The writing sample is very short and unorganized.
Grammar & Spelling	Mistakes in spelling and grammar are minor or non-existent.	Mistakes in spelling and grammar are minimal—about 4-5.	Mistakes in spelling and grammar are numerous—5-10.	Mistakes in spelling and grammar are more than 10.
Facts and content	The writing sample demonstrates the student’s learning on the dunes program and includes three or more facts provided by the park staff.	The writing sample demonstrates the student’s learning and includes only two facts provided by the park staff.	The writing sample does not demonstrate much learning and only includes one fact provided by the park staff.	The writing sample does not demonstrate any learning and does not include any facts provided by the park staff.
National Park Service theme	The writing sample clearly demonstrates the student’s understanding of the role of the NPS in preserving the dunes by explaining why Indiana Dunes is such a unique treasure.	The writing sample mentions the NPS and its role in preserving the Indiana Dunes.	The writing sample mentions the NPS and Indiana Dunes.	The writing sample does not mention anything about the NPS or its role at Indiana Dunes.
Stewardship	The writing sample lists three things the student can do to care for the Indiana Dunes.	The writing sample lists two things the student can do to care for the Indiana Dunes.	The writing sample lists one thing the student can do to care for the Indiana Dunes.	The writing sample does not list anything about what the student can do to care for the Indiana Dunes.

Indiana Content Standards: The *Chellbergs Had A Farm* program can assist teachers in meeting the following Indiana standards in social studies.

Kindergarten

- K.1.1 Compare people, objects and events of today and long ago.
- K.3.3 Describe people and places in the school and community.
- K.3.4 Give examples of seasonal weather changes and describe how seasonal changes affect people and the environment.
- K.4.4 Give examples of work activities that people do at home.

1st Grade

- 1.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.
- 1.1.2 Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.
- 1.3.5 Explain the effect of seasonal changes on plants, animals, and people.
- 1.3.8 Give examples of natural resources – such as water, trees, plants, and soil -and describe how people in the school and community use these resources.
- 1.4.5 Explain that people have to make choices about goods and services because of scarcity.

2nd Grade

- 2.1.1 Listen to historical stories and compare daily life in the past and present.
- 2.1.2 Identify changes that have occurred in the local or regional community.
- 2.4.1 Define the three types of productive resources (human resources, natural resources, capital resources) and identify productive resources used to produce goods and services in the community.
- 2.4.5 Explain that because of scarcity, people must make choices and incur opportunity costs.
- 2.5.4 Explain how changes in technology have influenced various traditions.

3rd Grade

- 3.1.2 Explain why and how the local community was established and identify founders and early settlers.
- 3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.
- 3.5.5 Use community resources – such as museums, libraries, historic buildings, and other landmarks – to gather cultural information about the community.